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ABSTRACT

This handbook is designed to assist educators in establishing a project that uses volunteers as tutors in an adult education program. It is based on the experiences of a model project conducted by the State College Area School using Kiwanis volunteers. A section on recruitment/publicity lists the activities conducted and resulting publicity items. Section 2 on orientation, visitation, and training provides a list of activities in phases I and II as well as orientation and training formats suitable for adaptation, an evaluation form, and sample tutor schedule. Section 3 concerns tutor enrichment. It contains notes from informal support night sessions at which tutors shared experiences and a bibliography of materials made available to tutors. Evaluation is the focus of section 4. It summarizes evaluation activities in phases I and II and provides tutor/mentor and student evaluation instruments from both phases. A final listing cites activities, outcomes, and benefits from continuation of the State College Area School District project. (YLB)

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STATE COLLEGE AREA SCHOOL DISTRICT
CONTINUING EDUCATION PROGRAM

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A HANDBOOK
FOR
UTILIZING VOLUNTEER TUTORS IN AN ADULT BASIC EDUCATION PROGRAM

A 310 SPECIAL PROJECT JULY 1, 1982 - JUNE 30, 1983

FINAL PRODUCT

VOLUNTEERS IN PUBLIC SCHOOLS/ADULT BASIC EDUCATION
VIPS/ABE

M. Margaret Welliver, Project Director #98-3033 $5,130.00
State College Area School District
Continuing Education Adult Basic Education Program
131 West Nittany Avenue
State College, PA 16801

OE041392

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A HANDBOOK
FOR
UTILIZING VOLUNTEER TUTORS IN AN
ADULT BASIC EDUCATION PROGRAM

Final Product
of
A 310 Special Project #98-3033-July 1, 1982-June 30, 1983

VOLUNTEERS IN PUBLIC SCHOOLS/ADULT BASIC EDUCATION
VIPS/ABE

GRANTED BY:

Department of Education
Division of Adult and Training Services
333 Market Street
Harrisburg, Pennsylvania 17108

TO:

State College Area School District
Continuing Education Program
131 West Nittany Avenue
State College, Pennsylvania 16801
(814) 231-1061

Copies of this handbook may be obtained from AdvancE,
Pennsylvania Department of Education, 11th Floor,
333 Market Street, P.O. Box 911, Harrisburg, PA 17108

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HOW A LINKAGE BEGAN WITH PENNSYLVANIA KIWANIS

In 1981, a letter from Dr. John Christopher, Chief of Pennsylvania Department of Education's Division of Adult Basic Education invited Pennsylvania District Kiwanis International to become aware of and involved in adult education. The Pennsylvania District Kiwanis governor alerted the Citizenship Service Chairman who in turn challenged statewide chapters to lend their support Adult Basic Education programs.

In 1982, the State College Area School District Continuing Education Program received funds under a 310 Special Project to develop a model project that utilized Kiwanis volunteers as tutors in an ABE Program.

This handbook is designed to assist you in establishing a similar linkage in your community.

OFF TO A FLYING START!

RECRUITMENT/PUBLICITY

-A presentation was made to a local Kiwanis Club to recruit interested volunteers to serve as tutors in evening ABE/GED classes.

-A memorandum described the 310 project designed to establish a linkage program.

-A letter was sent to a list of ten recruits inviting them to an orientation session.

(Resulting publicity items are included.)

STATE COLLEGE AREA SCHOOL DISTRICT
Continuing Education Program

MEMORANDUM

TO: State College Kiwanis Club

FROM: Margaret Welliver, Supervisor of ABE
Joseph Shirk, Project Coordinator

DATE: June 7, 1982

SUBJECT: Volunteers in Public Schools/Adult Basic Education (VIPS/ABE)

A federally funded project would develop linkage between a Kiwanis Club and an Adult Basic Education (ABE) Program in the community. The project would serve as a model for Kiwanis Clubs and ABE programs on a county, division and state basis. The original request for such a service came from Dr. John Christopher, Chief, Division of Adult and Training Programs, to the Kiwanis Clubs of Pennsylvania to help support Adult Basic Education.

The project as designed would recruit and train volunteer tutor/mentors that would serve one or more ABE students on an individual support basis. Volunteers would be asked to be available on a weekly basis to meet with an adult student completing his/her education to secondary level. The Kiwanis volunteers would receive training to orient and prepare them for the tutor/mentor relationship.

The VIPS/ABE project would be coordinated by Joseph Shirk, Instructor of ABE, as well as, a teacher in the State College Area School District. Margaret Welliver, Supervisor of ABE, would work with Mr. Shirk and the volunteers. Nancy Desmond, Director of Continuing Education, would monitor the progress of the project.

131 West Nittany Avenue • State College, PA 16801-4899 • (814) 231-1061

STATE COLLEGE AREA SCHOOL DISTRICT

ADMINISTRATIVE OFFICES
131 W. NITTANY AVENUE • STATE COLLEGE, PENNSYLVANIA • 16801-4899
TELEPHONE: Area Code 814-231-1011

August

Dear

Thank you for expressing an interest in becoming involved as a volunteer tutor/mentor in a special project awarded to the State College Area School District Adult Basic Education Program. We were pleased with the response from the Kiwanians following our presentation on June 7.

The Volunteers in Public Schools/Adult Basic Education (VIPS/ABE) is designed to recruit and train volunteer tutor/mentors to assist adult students who wish to complete their education to the secondary level.

We are planning an initial meeting to orient prospective tutor/mentors to the design and implementation of the VIPS/ABE project. The orientation meeting will be held at 7:00 p.m. on Tuesday, September 21, 1982 in Room 102, Fairmount Avenue Building. At that time, we will also be scheduling all volunteers for a time to visit an ABE class prior to their working with students.

If you are unable to attend the presentation on September 21, please notify the Continuing Education Office at 231-1062 by September 10.

Thank you for your initial indication of interest in sharing your time and expertise as a partner in this project. We hope you will want to continue to want to participate. We look forward to seeing you on September 21.

Sincerely,

Joseph L. Shirk, Project Director
VIPS/ABE

JLS/lmp

Kiwanis, Educators Join For Volunteer Training

A $5,000, federally funded project will link the State College Kiwanis Club and the State College Area School District's Adult Basic Education (ABE) Program.

The project will serve as a model for Kiwanis Clubs and ABE programs on a county, division and state basis.

The project is designed to recruit and train volunteer tutor-mentors, who would serve one or more ABE students on an individual basis. Volunteers would be asked to be available weekly to meet with an adult student completing his education to the secondary level. The Kiwanis volunteers would receive training to orient and prepare them for the tutor-mentor relationship.

ABE instructor Joseph Shirk will coordinate the project. State College Area School District teacher Margaret Welliver, ABE supervisor, will work with Mr. Shirk and volunteers. Nancy Desmond, director of Continuing Education, will monitor the progress of the project.

JUNE, 1982

Clubs and Organizations

State College Kiwanis Club

Facts on adult basic education in Pennsylvania and the situation in Centre County will be discussed by Margaret Welliver at the Kiwanis Club of State College dinner meeting in the Sheraton Penn State Inn Monday at 5:45 p.m.

Mrs. Welliver, supervisor of the adult basic education program for the State College Area School District, also will describe the "volunteers in public schools" project as one of the methods of addressing the problem locally. The Kiwanis Club is assisting in the implementation of the project.

A native of Canada, Mrs. Welliver was educated in Ontario and completed graduate-level work at Penn State in 1974. She has taught in Ontario, Canada; Williamsport; and State College.

A new member, Richard A. Riddle, financial aid coordinator at the University, was inducted into the club at its last meeting.

FEBRUARY, 1983

Kiwanis Club Of State College

"The CDT — Trying To Serve the Community Better" will be the topic at the meeting of the Kiwanis Club of State College. Robert Orkand, publisher of the Centre Daily Times, will discuss some goals and philosophies of the Centre Daily Times. The club will meet at the Sheraton Penn State Inn Monday at 5:45 p.m.

Four members of the club have been commended by James L. Sterling, club president. Donald M. Crider, Leroy A. Desmond Jr., Edward K. Kraybill and Paul E. Mackes, were honored for volunteer duty in a tutoring project in the State College Area School District. Each volunteer works one night a week on a one-to-one basis to assist adults in the program.

The club has qualified for a recognition badge for its contributions to the Kiwanis International Foundation.

Richard H. Brown, director of fleet and airport operations at the University, has been inducted as the club's newest member.

State College Kiwanis Krier

57 Years of Service to the Community 1925-1982

KIWANIS CLUB OF STATE COLLEGE, PENNSYLVANIA
Meets Mondays 5:45 P.M., Sheraton Inn

FEBRUARY, 1982

VOLUNTEERS IN ADULT BASIC EDUCATION

Our tutoring project with the State College School District is progressing. Members Don Crider, Roy Desmond, Ed Kraybill and Paul Mackes are volunteering one night (2 hours) per week. Usually they work on a one-to-one basis assisting adults in the program. Additional volunteers are needed to provide enough persons to funct-on on a rotating, short-term basis. If you are interested, talk to one of our participating members about visiting and observing.

MARCH, 1982

CONTINUING EDUCATION SEEKS HELP

The C. E. Office of our school district is seeking assistance from our club for its adult basic education program. Club members are invited to serve as tutors, or mentors, on a one-to-one basis to assist adults in this program. Nothing is above the high school level. Our involvement would be one or two nights per week for approximately four to six months. If you are interested or want more details, please contact Ed Kraybill of our club.

APRIL, 1982

VOLUNTEERS IN ADULT BASIC EDUCATION

Additional volunteers are needed to provide enough persons to function on a rotating basis for our tutoring project with the State College Area School District. If you are interested, please talk to one of our participating members about visiting and observing. In addition to Don Crider, Roy Desmond, Ed Kraybill, and Paul Mackes, members Don Keller, Frank Marsh and Dick Riddle are volunteering one night per week assisting adults in the program.

Pennsylvania District
Kiwanis International

DISTRICT OFFICE
BOX C, SHIREMANSTOWN, PENNSYLVANIA 17011
(717) 761-2199

December 21, 1982

TO: Club Presidents & Citizenship Services Chairmen

FROM: Ben Herr, District Chairman of Citizenship Services

RE: Adult Continuing Education

There appears to be a great need for adult basic education in Pennsylvania; for those clubs which might be looking for a community project, this could be the answer. It would require the services of some members who are willing to spend time on a one to one basis helping people who are badly in need of improving their skills. This has been found to be a truly great need within our rural population. Several of our clubs have already entered into a program of this nature, and have found the results very rewarding. If any club is interested in finding out more regarding this service, please do not hesitate to get in touch with me. This could become a district wide emphasis sometime in the future. It will require volunteers!

Pa. 82-83 #25

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LINKAGES

ATTENTION: Adult Education Program Directors. LINKAGES is designed to be used as a communication tool between your program and businesses, industry, community, social & governmental agencies in your area. Please use it with local community leaders to help establish cooperative education/community programs for your adult learners.

LINKAGES— a bi-monthly newsletter designed to assist adult education program directors establish working relationships and improve communication with community industrial, business, educational, governmental and social agencies.

VOLUME 1 NUMBER 3 JANUARY, 1983

Adult Basic Education LINKAGE Pennsylvania Kiwanis

How Does Linkage Start?

A letter from Dr. John Christopher, Chief of Pennsylvania Department of Education's Division of Adult Basic Education to Kiwanis State member Hank Anders . . . a letter followed by a presentation to the State College Kiwanis Club by Margaret Welliver, ABE supervisor for the State College Area School District . . . follow-up meetings between Kiwanis officials and Margaret Welliver and a LINKAGE program is formed. A program which is already having a statewide impact (see p. 2) and involving many of the thousands of members of the Pennsylvania District of Kiwanis International; Kiwanis International, noted for the dedication of its members to Service and Citizenship.

"Those who have achieved a measure of success, should return something to our community and the world. We owe it to our world." John Roberts, International President, Kiwanis International.

We recently spent some time as guests of the Kiwanis at their regional conference in State College. While there we had the pleasure of discussing adult basic education, volunteerism and Pennsylvania Kiwanis with a number of local and state officials including Ben Herr, state chairman of the Citizenship Committee, Don Crider, member of the Kiwanis State Youth Services Committee and Rudolph Hoffman of Coraopolis, Kiwanis District Governor.

All of these men were interested in adult education, the alarming rate of illiteracy in Pennsylvania and how Kiwanis and their members can contribute their time and energies as part of their Citizenship services program.

What is Adult Education? This is the question we were most asked by Kiwanis members from throughout the state present at the regional conference. "Are there any adult education programs in my area?" asked a member from Allegheny County; "I don't know of any programs around my home or business and I've been doing business in Bellefonte for many years," said another.

Let's Get With It! When persons of this stature and standing in our communities have never even heard of adult education there can be only one conclusion . . . We in adult education are sitting down on the job! Dr. Christopher, Margaret Welliver, publications like LINKAGES — we can only do so much. The rest is up to you. KIWANIS officials have blazed a trail for you. Use the information in this issue of LINKAGES to get out into the community, contact your local Kiwanis Club and set up a program which will help your adult learners by using the talents, abilities and interests your local Kiwanis members can bring to your adult basic education program at **no cost!**

After you get your initial contacts made and a program established, please send LINKAGES a short note telling us what you've done. We, in turn, can use this information as an inspiration to other adult educators.

Penna. District Kiwanis International

(The following is excerpted from a letter of January, 1982 from then Pennsylvania Kiwanis member Hank Anders to all local Citizenship Service Chairmen).

"Are your hopes crushed each time you fill out a job application and have to leave the high school graduation date blank?"

"Are you afraid you'll never get a promotion because you don't have a high school diploma?"

These are two lead paragraphs in our local paper for an article titled, "It's Not Too Late to Get a Diploma." It is estimated that nearly 50% of adults over 25 years of age do not have a high school diploma!

Pennsylvania Kiwanis have been invited to participate in the Pennsylvania Department of Education program on Adult Basic Education Linkage.

"Volunteerism is my theme for the year . . ." Ben Herr, Kiwanis State Citizenship Committee Chairman (right) with Don Crider, member of the Pennsylvania Kiwanis Youth Services Committee at the recent regional conference at State College.

WHAT CAN KIWANIS DO???

For Hank Anders' suggestions to local Kiwanis Clubs, see page 2.

Let's Make 1983 The Adult Education-Kiwanis Year!

Here's What One ABE Program Is Doing . . . LINKAGES Visits State College, Pa.

Volunteers in Public Schools/Adult Basic Education (VIPS/ABE)

This LINKAGE program is an effective, exemplary model to follow for any adult education program and we recommend it to our readers without reservation.

Funded under a Section 310 grant to serve as a model for LINKAGE between adult basic education programs and community organizations such as Kiwanis the VIPS/ABE has already involved its first group of volunteer tutor/career mentors and from the enthusiasm shown by adult education professional staff and State College Kiwanis Club members the program will be around for a long time.

Program Director Margaret Welliver explained the program started with a recruitment presentation at a Kiwanis meeting. Because of

Margaret Welliver, Project Director, shows LINKAGES some of the varied materials used in adult basic education in the State College Area School District.

their commitment to community service and impressed with the seriousness of the problem of functional illiteracy, it was just a short time later the first group of Kiwanis members who volunteered underwent a 4-hour orientation and training workshop series. Fully understanding the misconceptions educated adults have concerning the educational process, Ms. Welliver next had the volunteers visit one of the State College School District's 9 ABE classes (5 in ESL, 2 in ABE and 2 in GED). Following this visit the Kiwanis volunteers were given the choice of joining the program as tutor-aides or not and four from this first group are now actively involved with classes in the adult education program.

Accountability is a key factor in the use of Kiwanis volunteers at State College and adult learners involved in the program are periodically questioned as to their perceptions of the effectiveness of their tutors. The tutors also have a regularly scheduled monthly meeting to share experiences.

LINKAGES was impressed with the interest and awareness of the project director and we feel the success of the State College program is, on a large part, because of Margaret Welliver's conscientious supervision of the program and her awareness of the nature of the adult learner. "The instructional and counseling staff must be adaptable," said Ms. Welliver, "and willing to sometimes revise their traditional methods to fully utilize the tutors."

Materials used in the program range from Laubach-oriented concepts to the more traditional GED preparation books.

What Can Kiwanis Do???

1. Inform Kiwanians of the facts and need to act. Have a meeting on this subject.

2. Serve as an advocate or legitimizer.

3. Encourage adults to improve their basic skills necessary to function in our society.

4. Urge them to complete their diploma. Often there is a stigma to being a dropout. Friends, relatives, etc., on a one to one basis can help overcome this feeling.

5. BECOME INVOLVED IN YOUR LOCAL ADULT EDUCATION PROGRAM. Volunteer as tutor, mentor, organizer and help publicize the program. Take opportunity in financial support.

THIS IS A MUCH NEEDED PROGRAM . . . GIVE IT YOUR SUPPORT!!!

LET IT BE KNOWN THAT KIWANIS IS CONCERNED AND WILLING TO HELP.

H.K. Anders

Nuts 'n Bolts for Linkages:

The Foundation Center, 888 Seventh Avenue, New York, NY 10016 has a listing of 105 Foundation Center libraries throughout the country which contain detailed information about funds available from the many non-profit foundations in the United States.

Contact your local women's club and alert them to the fact you can help carry out their state theme of "Learning Disabilities." Unfortunately, too many of the public lose sight of the fact there are learning disabled adult learners. Why not give your local women's club an opportunity to work with your adults who need some extra help to overcome their handicap.

The telephone company (if it's Bell) has a group made up of long-time employees (18 years of service or more at Bell). It's called the Telephone Pioneers of America and community service is their game. What better service to the community than becoming involved in adult basic education. Contact your local Bell office for the name of your local group. Then — get them involved!

This newsletter is prepared and distributed under a Section 310 grant of the Adult Education Act of 1973 (P.L. 95-561). Opinions expressed do not necessarily reflect the opinions of the Pennsylvania Department of Education nor the U.S. Department of Education and no endorsement of PDE or USDE should be inferred.

Persons wishing free distribution of **Linkages** should contact the editorial offices below:

DAVID W. FLUKE, Editor
LINKAGES
Box 214
Troy, PA 16947

ORIENTATION/VISITATION/TRAINING

Phase I

-Recruitment (at Kiwanis Club presentation)
-Orientation
-Visitation
-Training

Phase II

-Recruitment (By Phase I Tutors)
-Visitation
-Orientation
-Training

(Orientation and Training formats are included for your adaptation.)

STATE COLLEGE AREA SCHOOL DISTRICT
CONTINUING EDUCATION

M E M O R A N D U M

TO: Kiwanis Volunteers

FROM: Volunteers in Public Schools/Adult Basic Education VIPS/ABE Project
Margaret Welliver, Project Director
Pam Tosten, Project Consultant

DATE:

SUBJECT: Agenda for Kiwanis Volunteers Orientation Workshop

A G E N D A

I. Project Background
II. Introductions
III. Tutor/Mentor Role
IV. Services Available to ABE/GED Students

1. General Education Development (GED)-to prepare for the high school equivalency examination.
2. Adult Basic Education (ABE)

-basic skills brushup-before GED preparation
-preparation for citizenship examinations
-career and employability development
-preparation for driver education
-Adult Performance Level (APL)-Coping skills for daily living

3. English As A Second Language (ESL)-Instruction for internationals with limited English skills.

V. Students in Program-character studies-handout pages 12-16.

BREAK - enjoy refreshments and browse through student materials

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VI. Project Responsibilities of Kiwanis Volunteer
1. Visitation schedule -- Sign up please
2. Attendance at training session-discuss date in October
3. 1-2 hours/week during ABE/GED classes-other times according to your schedule/interest
4. Participation in monthly support sessions to enhance tutor/mentor role

VII. Closing comments

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BELIEVE IN YOURSELF!

"YES, I CAN!"

by Joan M. Mott

"THIS TIME I'm going to finish the course and get my diploma!" Mary Ritz announced as she returned to the G.E.D. class for the third time. Much to Mary's surprise, returning to class was like a class reunion. Most of the other students were back for their second or third try, too. For one reason or another—families, jobs, personal problems, frustration—they had all given up preparing for the G.E.D. before.

For Mary, the reason was work. Coming to class right off the all-night shift had become too difficult. While her head was telling her she should be inserting a comma into a sentence, her body was begging for sleep.

She even took the G.E.D. test a few times, and, although her scores were improving, she just didn't have enough points to pass.

But after a lay-off, a part-time job, and another night shift job, Mary was moved to the second shift. Working 3 to 11 gives her a chance to sleep all night, then come to school during the day.

This time around Mary has taken a new study twist. Instead of writing down everything the teacher says, she has realized that for her it works better to listen more and write less. By this method, she has discovered the joy of comprehending much more material. The feeling of being a stronger learner has given Mary something new that she wasn't expecting: self-confidence.

Mary Ritz studies at home—a lot.

"The third time is a charm," Mary recalls her teacher saying when she came back to school this time. And her new self-confidence does seem to work like a charm.

"I have a more positive attitude now," Mary says. "Before, I would just skip over math statement problems. Now I can read them and know what they are asking me to do. That makes me feel very good about myself."

With her G.E.D. right around the corner, Mary is looking ahead to her next goal. Going to school for licensed practical nursing is a serious consideration. But whatever direction Mary chooses, she feels the self-confidence to succeed. "Sometimes I stop and think whether I can really do these things," Mary says. "And my answer to myself is very simple: 'Yes, I can!'" •

Joan Mott is Mary Ritz's teacher in the Lincoln Intermediate Unit 12 adult education program in Stewartstown, Pennsylvania.

Future Chef Wants to Use Math

by Cheryl A. Rowe
State College Area School District
A.B.E./G.E.D. Program
State College, PA

I attend classes in the A.B.E./G.E.D. program because I believe I can always learn more.

Because I like math, I would someday like to use math on a job as head cook in a nice restaurant. Presently I work as a cook trainee at a local vo-tech school where we make different things for the teachers to try every day.

I like this especially because it gives me a chance to use my math.

I know that my experience at the vo-tech school, plus the extra help I receive in math from the teachers in the A.B.E. program, will help me reach my goal. I know it won't be easy, but I'm determined to get a good job and I believe I can do it. •

I came to State College to visit my sister for 2 weeks, liked it here, and decided to stay. State College has a small town environment that is different from Philadelphia. This is why I stayed.

My sister said, "Elaine, how about getting your G.E.D.?"

And I said, "Yes."

Someone told my sister about the State College G.E.D. program and I began going to classes. I believe I am making a lot of progress. I was able to get a job at Sears. I know I am on my way.

At first I was having trouble working on my G.E.D. because I didn't have the willpower. But now I believe that I can do it because I have stronger willpower. Once I get my diploma I am interested in going to Penn State for either music or business. This is something about which I feel very strongly. Look out world—here I come!

—Elaine Greene
State College Area School District
State College, PA

Can't read?
A G.E.D. may still be yours!

Oscar shares a laugh with daughter Michele, 7.

Oscar Blough's teachers always told him he was lazy. He was sent to a special school. There he played checkers and worked with ceramics. Finally, at age 16, Oscar gave up and quit school. But in his heart he knew he wasn't lazy. He knew his problem was that he couldn't read.

It wasn't until three years ago that Oscar, 36, learned about his problem. Jerry Chandler was Oscar's teacher at the Lebanon Adult Learning Center. She saw that he was dyslexic. What is dyslexia? No one knows exactly, but it's a problem in the brain that makes reading difficult or impossible.

"I was always ashamed of myself because I couldn't read," says Oscar. "In the Army I would pretend to take notes. Really, I learned to listen extra hard. I learn with my ears."

Oscar and his wife Jane remember when they were dating. "At first I didn't tell Jane I couldn't read. In a restaurant, I could never read the menu. I would let Jane order first, then I would say, "I'll have the same!"

When he knew that he and Jane were serious about each other, he wanted to tell her his problem. "There's something I must tell you," began Oscar. "If it's going to affect our relationship, then let's end it right now." When he told her he couldn't read, she laughed.

"He thought I was making fun of him," says Jane. "I was laughing because I thought he was going to tell me something really awful!"

How could a man who can't read pass his G.E.D.? Oscar *listened* to the test for his high school diploma. Charlie Amuso, director of the Lebanon Adult Learning Center, sent for a test tape from Washington, D.C.

Getting his diploma was a dream come true for this disabled Vietnam veteran. In fact, he was named Student of the Year by Lancaster-Lebanon I.U. #13's adult education program.

"I felt bad that I couldn't help my kids with their school work," explains Oscar. The V.A. told Oscar about adult education. "I wanted to improve my reading," he went on, "but I didn't think I'd ever see a diploma."

In fact, with Jerry's help, Oscar did learn to read a little more. And he learned math so well that he helped teach other students.

"It never dawned on me that when I was working on a car—working with a wrench—I was using math," Oscar says. "Now I can whip out square roots!"

He says the G.E.D. not only gave him his goal, but also gave Jerry hers. His family was proud of him too. Oscar has three children: Oscar, Jr., 16; Michael, 11; and Michele, 7. Now Oscar can help them with math. And now, he says, "My kids can never say I quit."

On top of all this, Oscar is not ashamed anymore." His reading problem is a fact of life. But he now knows that it doesn't mean he is stupid.

Oscar went to school 25 hours a week for three years. "I loved the place. I think it's a damned good thing. There are a lot of people now who wouldn't have a diploma without adult education." And maybe there are a lot of people who can't read very well who could still get a G.E.D. Just ask Oscar.

The sisters who studied together: Carol Moore, Louise Canun, and Hope Bachman.

What are sisters for?

In this case, sisters are for support!

Hope Bachman, Louise Canan, and Carol Moore are sisters who came to adult school together, studied hard together and passed their G.E.D. tests together. All three had tried before to finish school, but it wasn't until Hope asked for "company" that they took on the project together. Louise and Carol say, "We needed the push."

"I can't believe how hard we studied," says Hope, 42, of Strasburg, Lancaster County.

"We studied nights and weekends, too," adds Louise, 37. "My son helped me with algebra. I really wanted to get my diploma before my kids got theirs."

Carol, 35, laughs. "My husband had to take my books away from me because I was studying all the time!"

Marian Kresge, math teacher at the Adult Enrichment Center in Lancaster, where the women studied, emphasizes their diligence. Says Marian, "It was a real pleasure to work with them because they put so much into it." That comment, says Carol, "brought tears to my eyes."

There are two other sisters besides. They finished high school as adults, too. Fa[illegible]n Archer, 44, began work on her G.E.D. in Brownstown, Lancaster County, and completed it in Maryland, where she now lives. Phyllis Hernandez, 29, completed standard evening high school at McCaskey in Lancaster a few years ago and now lives in California.

So now, all five Emmerich sisters, who grew up in Lancaster, have their high school diplomas.

Hope had been working as a secretary in an auto body shop. When the owner sold out, Hope needed a new job. "The older I got, the more it upset me that I didn't have a diploma," she tells. "When I looked for a job, the first thing they asked was always, 'Do you have a diploma?' " After getting her G.E.D., she heard about a job opening as a secretary for a plumbing company. They wanted a mature woman with Hope's skills and a diploma. Perfect! She got the job and would now like to take a drafting course.

Hope and her husband, Don, have four children: David, 20; Brian, 19; Michael, 15; and Barbara, 14.

Louise had wanted to go back to school long ago, but stayed home with her children, Jack, 16, and Lori, 14. Her husband, Jack, who is Chief Planner for Lancaster City, had the day off when Louise took her G.E.D. practice test. He didn't tell her, however. When Louise got home, Jack had put up a big sign saying "Congratulations!" "I kept that sign," says Louise, smiling. Louise now wants to get her driver's license and take a C.P.R. course. They would be important things to know how to do," she says.

"I had three goals," says Carol. "The first was to get my driver's license. I did that two years ago. The second was to get my diploma. I did that. The third is to learn to swim. I eventually will!" Carol's husband, Tim, went to the marina the weekend of the G.E.D. He brought her back some smoked fish. "It was sweet of him," said Carol, "but I asked him what happened to the lobster he promised!" She now would like to get a job.

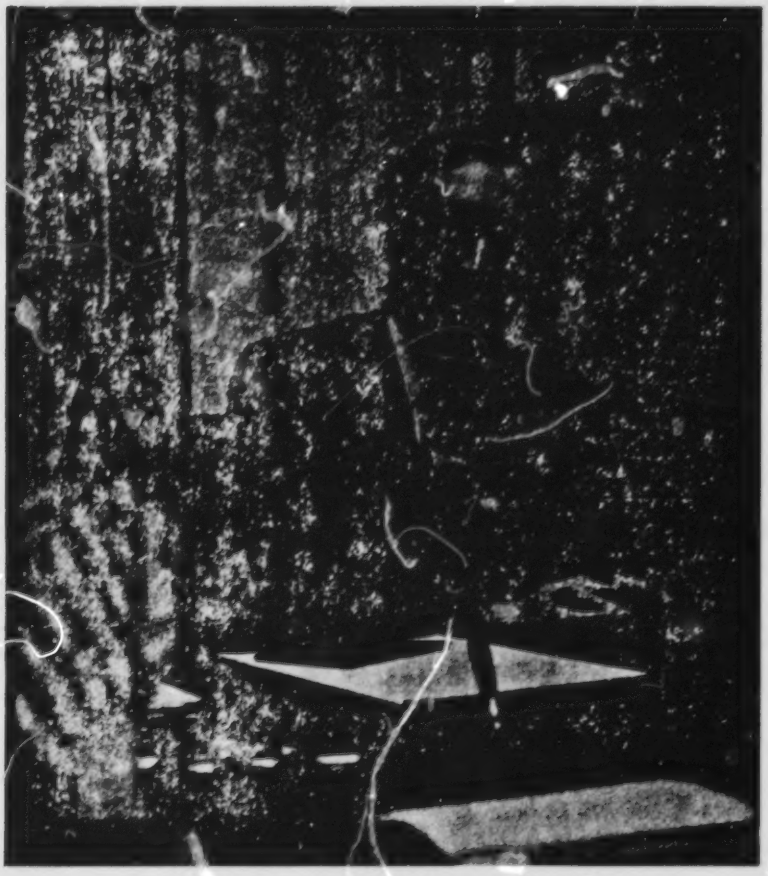
The night of the first part of the G.E.D., the women came back to Carol's house for a drink. They were too excited to go right to sleep. They agreed that if one passed and the others didn't, they would all continue going to school. Well, they all passed.

Louise has her diploma sitting in her dining room. She plans to make a display of the whole family's diplomas and photographs. To say Louise and her sisters are proud of their diplomas is an understatement. They are *bursting* with pride.

G.E.D. GRADUATE

Noah Wenger: KEEPING GOVERNMENT CLOSE TO THE PEOPLE

by Joel Haimes



IN A TIME WHEN MANY PEOPLE feel distant from their government, State Representative Noah Wenger is a down-to-earth legislator who has remained remarkably close to the people.

Representative Wenger, 47, is currently serving his third term in the Pennsylvania General Assembly. As part of his job, he is a member of the Local Government, Transportation, and Conservation Committees as well as Vice Chairman of the Agriculture Committee.

Despite this busy schedule, people in Wenger's district find their elected representative easy to reach. In addition to his Harrisburg office, he keeps an office in Ephrata, the largest town in his home district. He cheerfully takes calls about all kinds of problems. If he can't handle them himself, he makes sure the right person or agency does.

Farming Family

Noah Wenger was born and raised in the beautiful Lancaster County farm area around Ephrata. He had to quit school at the age of 14 to help his father on the family farm. "Although my formal education was cut short then," Wenger says, "my father gave me a different form of education—survival skills for life."

Training in agricultural management led to Noah's taking over the farm by the time he was 22 years old. It was a young age to be running a business that size.

At this point politics entered Wenger's life. While many people feel that they have no effect on government, Noah Wenger responded differently. He took full advantage of his voting right by registering as soon as he turned 21. "I began to develop a desire to help mold what was happening in my community, he recalls. So he joined the local farmers' association. Later he was elected the organization's president.

Need for School

As Wenger entered his thirties, he felt a need to return to formal learning. He enrolled in an adult education class where he earned his G.E.D. diploma. "I learned a lot in that program" Wenger says, "but, most of all, having that diploma gave me new self-confidence."

A few years later, when his legislative district's State Representative seat opened up, Wenger ran for the office. "I did it almost on a lark," he now admits. "I never thought I'd win. I was running against quite a few people, some of them highly educated." The voters must have wanted someone who understood farming, because they elected Noah Wenger.

Education Important

Although farming is a major concern, Wenger feels strongly about education. He believes most public schools are doing a good job. And, though he doesn't encourage people to drop out of school, he says that "Some reasons for dropping out certainly aren't negative. I'm a good example of that. It was just more important for me to be on the farm at that time."

Because there are so many reasons for leaving school, Wenger considers adult education an important use of tax money. "Some people think adult education is only women knitting or men working with furniture," he says. "But learning to read or learning to speak English or getting a high school diploma give people so much. Yes, it's education, but they gain so much confidence. Without that, it's hard to do anything else. Of course, it's almost impossible to measure confidence. I believe that government can't be all things to all people because there just isn't enough money to go around. But I do think that government money spent to help people help themselves is money well spent. And adult education helps people help themselves."

Please turn the page

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NOAH WENGER, Continued from page 9

Representative Noah Wenger laughs . . .

. . . and shares his thoughts . . .

. . . and helps a caller.

Staying in Touch

One of the many ways Wenger keeps in touch with people is by visiting adult education programs. Students in an Intermediate Unit 13 class were surprised by the open and frank answers Wenger gave to their questions. "Public officials must make themselves readily accessible," he stresses. "I think it's important to always make an effort to stay in touch." On one visit to an adult education program, Wenger promised to find the answers to some questions. Sure enough, a few days later, he called the school with the information. Students, many of whom had had a bad feeling about politicians, were impressed.

"It's easy to become distant from the people," says Wenger. "You're off in another place and you're very busy. That's why both sides (people and legislators) must take responsibility for bridging the gap."

Get Involved

According to Wenger, that responsibility begins with registering to vote and then voting in every election. It continues with contacting legislators. "Ask questions and give your opinions," Wenger suggests. "When you do that, it helps the legislator to stay in touch."

"There are a lot of good people in government," Representative Wenger notes. "Many of them serve at personal financial sacrifice. Most are sincerely trying to do the right thing. People should continue to have faith in their government, and the way to do that is to become involved." ●

Joel Haimes is a teacher in Lancaster-Leban Intermediate Unit 13's Adult Education progra..., working with students in the Employment and Training Program, in cooperation with CETA.

How To Write To Your Congressperson

Some suggestions from Hon. Morris K. Udall (D-Arizona)

Have you ever felt so strongly about something that you just wanted to tell your congressperson about it then and there—but you never did, because you weren't quite sure how to reach him or her? Well, here are some easy steps in writing a letter to your congressperson. It doesn't take long, and it can mean a lot:

• ADDRESS YOUR LETTER PROPERLY:

Hon. _____ _____
House Office Bldg.
Washington, D.C. 20515

or Senator _____ _____
Senate Office Bldg.
Washington, D.C. 20510

• BE BRIEF. 150 or more letters a day end up in a congressperson's office, so say what you have to say in as few words as possible. You don't have to type your letter, but write clearly and legibly.

• BE SPECIFIC. Identify exactly what you're talking about. Try to give the bill number or describe it by a popular title ("truth in lending", "minimum wage", etc.).

• BE CONSTRUCTIVE. If you think the bill is the wrong approach to an existing problem, tell your congressperson what the *right* approach is.

• SOME DONT'S:

(1) Don't make threats or promises.
(2) Don't write a letter that does nothing but complain.
(3) Don't pretend that you know everything about politics.
(4) Don't try to instruct your congressperson on every issue that comes up.
(5) Don't be a pen pal.

• TIME AND PLACE: Send your letter BEFORE the bill has passed, and to the congressperson in YOUR district.

• WRITE YOUR OWN VIEWS AND GIVE REASONS FOR TAKING A STAND. Let your congressperson know how a certain bill will affect you AND the people in your community.

• SAY "WELL DONE" WHEN IT IS DESERVED. Congresspeople are human too, and they like to receive an occasional pat on the back when they've done something you like. Besides, the next time you want their attention directed to your letter, you may be more likely to get it.

Reprinted with permission from Student Challenge, the adult education student newspaper published by the Tri-County Community Education Agency, Butler, PA.

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ABE/GED Classroom Visitation

Choose one evening - come to Room 102 Fairmount Elementary Building

---

SEPTEMBER 28, 1982

Name	Time
1. _____	6:30 - 7:30 p.m.
2. _____	7:30 - 8:30 p.m.
3. _____	8:30 - 9:30 p.m.

SEPTEMBER 29, 1982

Name	Time
1. _____	6:30 - 7:30 p.m.
2. _____	7:30 - 8:30 p.m.
3. _____	8:30 - 9:30 p.m.

SEPTEMBER 30, 1982

Name	Time
1. _____	6:30 - 7:30 p.m.
2. _____	7:30 - 8:30 p.m.
3. _____	8:30 - 9:30 p.m.

STATE COLLEGE AREA SCHOOL DISTRICT
CONTINUING EDUCATION

M E M O R A N D U M

TO: Kiwanis Volunteers

FROM: Volunteers in Public Schools/Adult Basic Education
VIPS/ABE Project Staff

DATE:

SUBJECT: Agenda for Kiwanis Volunteers Training Workshop

I. Visitation Reaction

II. Guidelines for Volunteering

III. Volunteer Tutor Classroom Involvement

IV. Effective Ways to Work with Adult Students

V. ABE Classroom Schedule

VI. Verbal Response Styles

VII. Skills/Interests Inventory

VIII. Volunteers Schedule

IX. Orientation Evaluation

X. Closing

Thank you

PEOPLE HELPING PEOPLE

131 West Nittany Avenue • State College, PA 16801-4899 • (814) 231-1061

Volunteers in Public Schools / Adult Basic Education

VIPS/ABE

Visitation Reaction

1. How informed do you feel following visitation to the ABE classroom ?

Completely Out Of It				Can't Decide Yet					Completely With It	
0	1	2	3	4	5	6	7	8	9	10

2. Comments on Kiwanis Tutor/Mentor Project

- describe your impressions/feelings at this point

- discuss concerns or questions related to expectations about your role

- suggest additional topics that need to be covered in order to enhance your role in the ABE classroom

Volunteers in Public Schools / Adult Basic Education

VIPS/ABE

Guidelines for Volunteering

1. Volunteer one to two hours per week October - May.

2. Come regularly at your planned time.

3. Become familiar and consistent with the classroom procedures and content.

4. Speak freely with the staff about any concerns, problems or questions.

5. Check Channel 4 or call 231-1061 for class cancellation information.

6. Call 231-1061 if you are unable to attend. Staff will locate a substitute tutor if possible.

7. Participate in monthly support sessions to enhance tutor/mentor role.

NOTES:

(Adapted from materials provided by Generations Together, University of Pittsburgh, Center for Social and Urban Research.)

Volunteers In Public Schools/ Adult Basic Education

VIPS/ABE

Volunteer Tutor/Mentor Classroom Involvement

EXTEND the instructor's teaching time ....

- monitor teacher assigned student tasks-if directions are unclear request clarification
- listen to students read, assist in checking exercises, etc.
- reinforce skills by providing extra drill
- assist students with writing projects for submission to the Adult Student Magazine

ENRICH the learning environment ....

- involve adult students in conversation and listen to their goals, concerns, etc.
- help to create a supportive atmosphere
- help adult students gain an understanding of your role
- share travel slides
- relate recollections or stories that illustrate local history and culture

EXPAND the resources of the ABE Classroom ....

- bulletin board displays, special collections
- explore career possiblilties with students
- add expert resources - help organize field trips

ENLIST the community as partners in the project....

- provide a two-way bridge between project and community
- stimulate greater understanding and support of school programs
- enable others to know of ABE problems, future and successes.

(Adapted from materials provided by Generations Together, University of Pittsburgh, Center for Social and Urban Research.)

Volunteers in Public Schools / Adult Basic Education

VIPS/ABE

EFFECTIVE WAYS TO WORK WITH ADULT STUDENTS

1. Be warm and friendly
   Learn the student's names. Show interest in what they do and tell you - you are a very important listener!

2. Encourage students to think.
   Give students plenty of time to answer questions. Silence often means the student is organizing his or her thoughts.

3. Admit when you don't know an answer.
   We can't know everything all the time! Feel free to ask the students or teacher for help whenever you need it.

4. Encourage students.
   Use tact and positive comments. Seek something worthy of a compliment, especially when a student is having difficulty.

5. Accept a student just as he or she is.
   You are not responsible for evaluating a student's abilities or progress. Be as non-judgmental as possible.

6. Let students "talk out" problems.
   If a student is upset, you need not solve the problems; however, by listening and talking you let the student know you care.

7. Honor confidentiality.
   Regard information as confidential that might be revealed to you about a student by the student or teacher.

   If you are asked about your volunteer experience, feel free to tell them that you enjoy working with the students. Discuss activities you engaged in without passing judgment.

8. Keep your commitment.
   Students look forward to your coming. If you know you will be gone, tell them in advance.

9. Maintain a sense of humor!

10. Support and respect the existing classroom structure.

(Adapted from materials provided by Generations Together, University of Pittsburgh, Center for Social and Urban Research.)

Volunteers in Public Schools/Adult Basic Education
VIPS/ABE

Classroom Schedule

September - May 7:00-9:00 P.M.

Session	Content	Activities
Monday	ABE	Job Search, APL, subject preparation for individuals, citizenship preparation
Tuesday	ABE/GED	Individual assistance, GED preparation
Wednesday	ABE/GED	GED preparation, Driver Education, citizenship preparation
Thursday	ABE	individual preparation

Room 102 Fairmount Ave. Elementary School - phone # 231-1063

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VOLUNTEERS IN PUBLIC SCHOOLS/ADULT BASIC EDUCATION

VIPS/ABE

Verbal Response Styles

1. Characteristics of nonthreatening feedback:

   a. Focus response on behavior rather than the person.

   b. Focus response on observations rather than inferences.

   c. Focus response on description rather than judgement.

   d. Focus response on descriptions of behavior which are in terms of "more or less" rather than in terms of "either or".

   e. Focus response on behavior related to a specific situation, preferably to the "here and now", rather than on behavior in the abstract, placing it in the "there and then".

   f. Focus response on the sharing of ideas and information rather than on giving advice.

   g. Focus response on exploration of alternatives rather than answers or solutions.

   h. Focus response on the value it may have to the receiver, not on the value of "release" that it provides the person giving the feedback.

   i. Focus response on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.

   j. Focus response on time and place so that personal data can be shared at appropriate times.

   k. Focus response on what is said rather than why it is said.

2. Phrasing of a response:

   a. Content - refers to the actual words used.

   b. Depth - refers to the degree that the receiver matches the depth of the sender's message in his response.

   c. Meaning - refers to the receiver's efforts to paraphrase the sender's statements. Sender may add to or omit meaning.

   d. Language - refers to the level of language the receiver uses in his response. Try to match the level the sender used in order to ensure accurate communication.

VIPS/ABE

Verbal Response Styles

3. Intentions underlying responses:

   a. Evaluative: a response that indicates the receiver has made a judgment of relative goodness, appropriateness, effectiveness, or rightness of the sender's problem or in some way implies what the sender should do.

   b. Interpretative: a response that indicates the receiver's intent is to teach, to tell the sender what his problem means, how the sender really feels about the situation.

   c. Supportive: a response that indicates the receiver's intent is to reassure, to pacify, to reduce the sender's intensity of feelings. The receiver implies that the sender need not feel as he does.

   d. Probing: a response that indicates the receiver's intent is to seek further information, provoke further discussion along a certain line.

   e. Understanding: a response that indicates the receiver's intent is to respond only to ask the sender whether the receiver correctly understood what the sender is saying, how the sender feels about the problem, and how the sender sees the problem.

4. Congruence of nonverbal and verbal responses: Nonverbal language is congruent with verbal statements.

Nonverbal Cue	Warmth	Coldness
Tone of Voice	soft	hard
Facial Expression	smiling, interested	poker-faced, frowning, disinterested
Posture	lean toward other; relaxed	lean away from other; tense
Eye Contact	look into other's eyes	avoid looking into other's eyes
Touching	touch other softly	avoid touching other
Gestures	open, welcoming	closed, guarding oneself and keeping other away
Spatial Distance	close	distant

Reference - Reaching Out: Interpersonal Effectiveness and Self-Actualization, Johnson, D.W., Prentice-Hall, Inc., New Jersey 1972.

(Prepared by Pam Tosten, ABE Instructor)

Volunteers in Public Schools / Adult Basic Education

VIPS/ABE

Skills/Interests Inventory

Name: _____

Address: _____ Phone: _____

1. Hobbies / Travels / Life Experiences -

2. Unique Skills / Interests -

3. Community Volunteer Experience -

4. Relevant areas of professional expertise that could enhance your role in this project ?

Volunteers in Public Schools / Adult Basic Education

VIPS/ABE

EVALUATION FORM

As You Begin Your Role As Tutor/Mentor:

1. How prepared do you feel ?

Completely Out Of It				Can't Decide Yet					Completely With It	
0	1	2	3	4	5	6	7	8	9	10

2. What topics were most helpful ?

3. What topics could have been omitted ?

4. How can the project staff further assist you ?

NOVEMBER 1982

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Don	2 Support Session 7pm	3 Paul	4 Ray	5	6 Scholastic Aptitude Test and Achievement Test Administration
7	8 Regular Board of Educ[ation] Meeting Adm[inistration] Office 7:3[0] Don	9 Oral/[Health] Screening at Pa[rochial] [Junior High] Ed	10 FIR[ST] ENI[NG] SCH[OOL] Paul [PERIOD] DARY[SCHOOL]	11 VE[TERANS] [DAY] NO [SCHOOL]	12	13
14	15 Don	16 Hou[se] [P.]T.[A.] 6:30 Ed [Meeting]	17 Oral/[Health] Screening at P[arochial] Paul [Junior High]	18 Easterly Parkway P.T.O. Early 11:5[0] 1-6 [No Lunch Served] Paren[t Conferences] Ray [Grades] [Served] No Scho[ol for] Kindergarten Students Kindergarten Conferences	19 Early Dismissal 11:50 a.m. for Grad[es] 1-6 No Lunch Served Parent Conferences No School for Kindergarten Students Kindergarten Conferences Senior High Thespians' Presentation 8:00 p.m.	20
21	22 FIRST [REPORT CARDS] REPO[RT] GRA[DES] Don REPO[RT] ISSUED SECONDARY SCHOOLS	23 Oral/[Health] Screening at Pa[rochial] Ed [Junior High]	24 Last Day of School Before Thanksgiving Vacation	25 NO SCHOOL	26 NO SCHOOL	27
28	29 NO SCHOOL	30 First D[AY] Scho[OL] Thar[KSGIVING] Vaca[TION] Ed				

AMERICAN EDUCATION WEEK

Junior High Drama Club Presentation 7:30 p.m.

KIWANIS VOLUNTEER TUTOR SCHEDULE -issued monthly

SCHEDULES OF ATHLETIC EVENTS ARE ON PAGE 9.

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TUTOR ENRICHMENT

-Once tutors were on the job, the need for interaction resulted in informal support nights that allowed tutors to share experiences. Ideas gathered during these sessions resulted in a stronger, more cohesive project.

(Notes from the sessions are included for your information.)

-Appropriate reading materials were purchased, copied and distributed to all tutors. As a result, volunteers were made more aware of the complexities of Adult Basic Education.

(A bibliography of resources is provided.)

SUPPORT SESSION I - November 2, 1983

1. Discussed need for more tutor identification-began to use name tags.

2. Student reaction to date has been positive!

3. Ways tutors could assist staff and students--

   -check on students taking tests in counseling office
   -be cautious about staying with students too long-some do not like to be watched
   -train tutors to give initial reading test-S.O.R.T.

4. Suggestion from a tutor--"I'm arithmeticked to death"--do all students need to start on math? Goal--vary subjects as starting points.

5. What to do when no immediate need for a tutor--learn to feel comfortable when not needed--become more familiar with resources--watch facial expressions--expect staff to delegate tasks.

6. Check Clip Board Summary--Staff will list activities each evening for tutor information.

7. Idea--to recruit others each tutor will ask a fellow Kiwanian to visit the ABE program.

Present: Don Crider
Roy Desmond
Ed Kraybill
Pam Tosten
Margaret Welliver

SUPPORT SESSION II - December 14, 1982

Pam Tosten - reported on student reactions to tutor presence.

1. What are your reactions to the tutors?

   - good idea
   - makes me feel comfortable and relaxed
   - really helpful - very nice - help out sometimes enjoy having them participating in discussion.
   - they didn't make the program or take anything away from it.

2. How have they helped you?

   - helped with driver training
   - helped when teachers were busy
   - haven't been helpful

3. Suggestions of ways the tutors could be more helpful.

   - need to interact more with some students
   - just coming in helps
   - no reaction

Student Needs discussed.

Al - speech needs - get reading estimate from PSU

Tutor Needs
a "materials" session discussed but most felt comfortable since staff should select materials.

New Tutor Training - scheduled for February

New Tutor - Dick Riddle attended support session.

Would any tutors like to move to ESL classes?

PRESENT:	Dick Riddle	Pam Tosten
	Roy Desmond	Margaret Welliver
	Ed Kraybill	Joe Shirk
	Don Crider	Nancy Desmond

SUPPORT SESSION III - March 28, 1983

1. Clarification of procedures and suggestions for changes...
   a. card file is to document which students were utilizing a tutor--brief description of assistance given and reaction by tutor requested.
   b. tutors were reminded to check the tutor basket for notices, resources etc. from project director.

2. Discussion of student needs...
   a. some tutors felt a need to have more background on individual students-staff discussed individual cases.
   b. need to develop a team approach to assist student who appears to be "using the system" i.e. attends 20 hours each week to get survivors benefits but shows no progress in completing GED.
   c. student needing speech assistance--supervisor will get information from university clinic.

3. Review of student feedback forms...tutors pleased with general positive reaction to their presence.

4. Discussion topics...
   a. atmosphere-program seems to emphasize learning only long enough to pass GED tests instead of "learning for learning's sake"--Perhaps tutors could contribute to enrichment activities?
   b. group vs. individual work-a need to take students to another area depending on situation. Concensus-deep voices disrupt quietness-may want to use other areas available in building.
   c. a need for mini-sessions on organizational/study skills-most students lack both.
   d. staff and tutors comfortable with project--Tutors prefer more teacher direction but feel comfortable with most students. No mentor roles developing as yet.
   e. tutors feel competent in most subject areas-discussed idea of "asking a student how they arrived at an answer--good to give students an option and let them choose the best way for them. Tutors felt comfortable in being able to ask a staff member when "stuck". All research together to solve a problem!
   f. access to resources-staff has primary responsibility for choosing materials but some tutors beginning to search the resource shelves. Generally feel the adult materials are clearly written and easy to follow.
   g. adaptation to setting-too noisy, too much movement. solution--begin to plan instruction using other areas available.

SUPPORT SESSION IV - April 28, 1983

I. Welcome

II. Reviewed notes from prior support sessions

Discussion:

1. Discussed math
2. Tutors seemed more at ease with classroom
3. Al - speech needs - perhaps refer to another agency - Margaret will request access to PSU Speech Disorders files - Kiwanians will check among club members for possible leads to assist student who stutters.
4. Card File - difficult to use lately because of light attendance - suggestion was to set up cards with student names.
5. Direction of program - teaching for tests vs enhancement

III. Completion of Kiwanis Tutor Evaluation Forms

IV. Where do we go from here!

1. Local Contacts - Sunrise Kiwanis Club
   Bellefonte Club

2. National Adult Education Conference, December 2 & 3, 1983
   - application to make presentation - will be notified by June 1.
   Ed Kraybill has been taking pictures to begin slide presentation.

3. District Contacts - Don Crider will be visiting all Clubs in the district - can lay ground work for later contacts - decision will be made whether a mailing or contact from local ABE Supervisor would be appropriate.

V. Continuation/Recruitment Plans for '83 - '84
- most tutors are interested in continuing

PRESENT:	Don Crider	Ed Kraybill	Paul Mackes
	Roy Desmond	Don Keller	Dick Riddle
	Pam Tosten	Rica Manning	Margaret Welliver

BIBLIOGRAPHY OF MATERIALS MADE AVAILABLE TO TUTORS

1. Opportunities for Growth-Pennsylvania Adult Education Outstanding Students 1983-Tracy Hoffman Editor, Reading Community College, P.O. Box 1706, Reading, PA 19603.

2. Adult Student-4 issues each year-Tana Reiff, Editor, P.O. Box 182, Lancaster, PA, 17603.

3. LINKAGES-a bi-monthly newsletter-David Fluke, Editor, Box 214, Troy, PA 16947.

4. Illiteracy-"More than 40% of Adult Philadelphians Cannot Read This Headline" Today-The Inquirer Magazine,

5. "Important Facts on Adult Basic Education in Pennsylvania"-Pennsylvania Association for Adult Continuing Education. Adult Basic Education and Welfare Roles: An Economic and Social Alternative. Harrisburg, PA, December 1981.

6. "Ahead: A Nation of Illiterates?"-Stanley Wellborn-U.S. News and World Report, May 17, 1982, Copyright 1982.

7. "Working with Adult Learners"-Alan B. Knox, VocEd, Journal of American Vocational Association, March 1981.

8. "Let's Learn to Listen!", George Headrick-Page 18/Kiwanis Magazine/February, 1983.

9. Partners for the Eighties: Volunteers and Older Students, National School Volunteer Program, 300 N. Washington Street, Alexandria, VA 22314.

10. Teaching Free: An Introduction to Adult Learning for Part-Time Independent and Volunteer Teachers, LERN, Learning Resources Network, Box 1425, 1121 Thurston, Manhattan, KS 66502.

EVALUATION

Phase I

-Adult students and initial group of tutors completed evaluation forms after a three month period--(December).

Phase II

-All tutors completed end of project evaluation at final support session--(May).

-A representative group of students received feedback forms by mail with a cover letter detailing project goals--(May).

(Information gathered provided a means of monitoring and evaluating the project. Phase I and II evaluation instruments are provided for your use.)

Volunteers in Public Schools/Adult Basic Education

VIPS/ABE

Kiwanis Tutor/Mentor Project Evaluation

Since September 1982, you have been involved as a tutor in an Adult Basic Education Class. As a part of the project evaluation, we ask that you react to the following questions. Your comments are confidential.

A. As a tutor in the Adult Education Classroom:

1. To what extent were you successful in assisting the students in this program?

highly successful 1 2 3 4 not very successful 5

Comment:

2. To what degree are you personally satisfied with your role as a tutor?

very satisfied 1 2 3 4 not very satisfied 5

Comment:

B. Do you see your role developing from that of a tutor to that of a mentor with any of the students?

Comment:

C. Discuss your reactions to your experience with the project in the following areas:

1. Classroom Environment:
2. Academic Progress of Students:
3. Tutor/Mentor and Student Interaction:
4. Staff/Student Interaction:

D. How could your role as tutor/mentor be enhanced?

E. Estimate the number of hours you have contributed to the project during Phase I.

Training _____ Tutor _____ Support Sessions _____

SCASD Continuing Education Program • 131 W. Nittany Avenue • State College, PA 16801 • (814)231-1061

Volunteers in Public Schools/Adult Basic Education
VIPS/ABE

STUDENT FEEDBACK

Since September a tutor has been available each evening to assist staff and students. The tutor project was designed to improve the adult classes you are attending. In order to obtain information on the effectiveness of the tutors, we ask that you react to the following. Your comments will be confidential.

1. How satisfied are you with the tutor program?

   very satisfied — not very satisfied

   1 2 3 4 5

   Comment:

2. How enthusiastic would you be about having the tutor program become a permanent part of the classroom?

   very enthusiastic — not very enthusiastic

   1 2 3 4 5

   Comment:

3. Suggest ways the tutor program might be improved.

4. Which tutors have you worked with since September 1982?

   Don Crider _____ Paul Mackes _____ Roy Desmond _____ Ed Kraybill _____

5. Comment on ways the tutor program has helped you.

SCASD Continuing Education Program • 131 W. Nittany Avenue • State College, PA 16801 • (814) 231-106

STATE COLLEGE AREA SCHOOL DISTRICT

ADMINISTRATIVE OFFICES
131 W. NITTANY AVENUE • STATE COLLEGE, PENNSYLVANIA • 16801-4899
TELEPHONE: Area Code 814-231-1011

May 24, 1983

Dear

Since September 1983, a tutor has been available each evening to assist staff and students. The tutor project was designed to improve the classes you attended. The tutors, members of the State College Kiwanis Club, enjoyed the experience and congratulate you on meeting your personal goals.

In order to obtain information on the program, we ask you to react to the following items. Your comments will be confidential since we do not require a signature. Thank you for assisting us in this final evaluation. Please call 231-1061 if we can be of future help.

Sincerely,

Margaret Welliver, Supervisor
Adult Basic Education

lmp
Enclosures-2

Volunteers in Public Schools/Adult Basic Education

VIPS/ABE

STUDENT FEEDBACK

1. I am satisfied with the amount of assistance I obtained from the tutors in this program.

   a. strongly agree c. undecided e. strongly disagree

   b. agree d. disagree

2. I would like to have the tutor program become a permanent part of the regular classroom experience.

   a. strongly agree c. undecided e. strongly disagree

   b. agree d. disagree

3. In terms of the amount of help I received from the tutors in this project I am

   a. very satisfied c. moderately satisfied e. undecided

   b. satisfied d. not very satisfied

4. Generally speaking, the tutors were

   a. very helpful c. moderately helpful e. undecided

   b. helpful d. not very helpful

5. The assistance I received from the tutors in this program was

   a. very valuable c. moderately valuable e. undecided

   b. valuable d. not very valuable

6. What was the most desirable aspect of the tutor/mentor project?

7. What was the most undesirable aspect of the tutor/mentor project?

8. What suggestions do you have for improving the tutor/mentor project?

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Volunteers in Public Schools/Adult Basic Education

VIPS/ABE

Kiwanis Tutor/Mentor Project Evaluation

1. I was successful in assisting students in this program.

   a. strongly agree c. disagree e. undecided

   b. agree d. strongly disagree

2. I was personally satisfied with my role in the tutor/mentor project.

   a. strongly agree c. disagree e. undecided

   b. agree d. strongly disagree

3. What do you perceive to be the most desirable aspect of the tutor/mentor project?

4. What do you perceive to be the least desirable aspects of the tutor/mentor project?

5. What suggestions do you have for improving the tutor/mentor project?

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A LINKAGE CONTINUES

-tutors become more aware of adult student needs

-tutors (employers) become concerned about education gaps

-tutors attend Mid-Winter Conference in February 1983

-tutors recruit other tutors for continuation of project

-tutors assist in preparing a slide presentation for a one-hour module at 1983 National Adult Education Conference, Philadelphia, Pennsylvania

-tutors enthusiasm and responsiveness to project greatly aid in success as indicated in student feedback

-tutors increased confidence as indicated by interest in returning for fall 1983 program

As you establish a linkage between a community service organization and an ABE program, we trust the experience will be rewarding for all involved.